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ABSTRACT

In the preparation for this teacher education program for a developing institution, five common factors were identified as worthy for incorporation into the program. The five factors based upon a research study of exemplar field programs, were as follows: a) early and continuing field experiences, b) correlation between class and field, c) teaching centers, d) performance-based individualized experiences, and e) clinical professors. All five were developed into the program. The program involved all undergraduates in both elementary and secondary education; it provided field experiences from entry at the freshman level to exit a graduation on a progressively sophisticated basis; and it included an "Adopt-A-School component. The latter provided the student whith another opportunity to work in schools in various socioeconomic settings and with pupils at various achievement, administrative, and maturity levels. The component gave the student experience in different teacher roles, including working with students in discussions and independent study, tutoring, and performing teacher clerical work. The "Apopt-A-School" component also demonstrated increased college-school cooperation. (Author/JA)

ED 087717

A COMPOSITE FIELD BASED PERFORMANCE PROGRAM WITH AN "ADOPT-A-SCHOOL" COMPONENT

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by

INDIANA UNIVERSITY SOUTHEAST

New Albany, Indiana

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TABLE OF CONTENTS

Sections		Page
I.	SUMMARY STATEMENT	1
II.	BACKGROUND AND ORGANIZATION	2
	Stage One-Planning and Developing	3
	Stage Two-Identifying and Incorporating	6
	Personnel Involved	7
	Budget	8
	Evaluation Procedures and Data	8
III.	THE COMMON CORE COMPONENT	10
IV.	THE ELEMENTARY EDUCATION COMPONENT	13
	Competencies	19
V.	THE SECONDARY EDUCATION COMPONENT	21
	Junior Field Experiences	21
	Block Concept	24
	Competencies	27
VI.	CONTRIBUTION TO TEACHER EDUCATION	30
VII.	ABSTRACT OF PROGRAM	31

SUMMARY STATEMENT

As a developing campus, Indiana University Southeast had a rare opportunity to establish an undergraduate teacher education program free of traditional restraints. The faculty, in an attempt to accomplish this, established ar hypothesis that a quality program should be field centered and should have a solid basis in performance. The faculty then attempted to use AACTE and ATE lists to identify eight exemplar model projects and to study these projects in depth as a basis for program development. This study identified five common factors worthy of adoption. These included: (1) early and continuing field experiences, (2) correlation between class and field experiences, (3) utilization of teaching centers, (4) elements of performance based individualized experiences, and (5) use of clinical professors. These five factors became the foundation of the Undergraduate Teacher Education Program.

Students are encouraged to complete two education courses and related field experiences in lower division, concentrating on classroom assisting and individual tutoring. The program intensifies during the junior year with a semester long field experience based upon specific teaching competencies. As juniors or seniors, students enter the methods program with its heavy field emphasis. Elementary methods students have adopted a 426 student elementary school for Friday instructional program and conduct a corrective reading program on Saturdays for an entire school system. Student teaching during the senior year provides full instructional opportunities. Every undergraduate faculty member serves as a clinical professor with class and field assignments. The program operates on hard money and is adaptable to most situations.

BACKGROUND AND ORGANIZATION

As a newly established four-year teacher preparation institution, Indiana University Southeast has had a relatively unique opportunity to formulate, from entrance to exit, a undergraduate teacher preparation package free from the constraints of fixed tradition and mandates, responsive enough to meet the needs of the region served, and flexible enough to incorporate the best ideas of identified exemplar programs in established institutions. Indiana University Southeast is one of six regional campuses in the Indiana University system and is located in the Indiana sector of the Greater Louisville (Kentucky) Metropolitan Area. It's primary mission, as defined by the Indiana Commission for Higher Education, is "continue to reinforce its reputation for providing quality post secondary education in its region and to offer a selected range of programs in both the arts and sciences and in professional categories." The school currently enrolls 2700 students of which roughly 35% seek teacher certification. It granted its first bachelor degrees in 1969 when 17 students were granted elementary majors and two years later conferred its first degrees in secondary education.

Presented with the opportunities stated above, the IUS Education faculty sought to utilize these advantages in developing a sound undergraduate program utilizing the experience and expertise of some of the better established teacher education institutions of

of the country. It was determined that, in order to accomplish this, a systematic method of planning and development must be undertaken. This in turn would lead to development of a model program that could be modified to fit our own resources and limitations. We saw these limits as financial (the program must conform to expenditure levels consistent with other institutions of our size), faculty (we were limited in number based upon our enrollments), space (we were forced to operate in inadequate facilities until 1973 when we moved to a brand new campus), legal (we were bound to the rather flexible state code restrictions), institutional (we were subject to certain minimum institutional standards), and practical (we had to develop a program which was marketable). We felt these limits to be flexible enough in which to operate. With these factors in mind, we proceeded to move into the following stages of development and implementation.

Stage One - Planning and Developing

Just as clinical training is the keystone of medical education and moot court is the keystone of legal education, so field experiences represent the keystone of the teacher education program. It is through these experiences, both formal and informal, that the prospective practitioner of education gains a sensitivity for the field and for his fitness to practice in it. It also is a time when he is able to blend theory into practice and to determine whether or not he can translate academic knowledge into practical operation.

History, too, has influenced the field experience program in its usual pendulum-swing manner. The overemphasis of this facet of field experience so common to the normal school movement of the

early 1900's was modified into the laboratory school movement of the 20's and 30's. Since the former lacked academic understructure, and the latter existed in a vacuum emptied of reality, the concept was severely curtailed in the 50's and 60's as a rejection to either approach. Movements toward relevance and accountability re-established the need for field experiences but on a basis that would avoid the pitfalls of the earlier less-than-successful programs.

Both the general public and the educational profession demanded meaningful and structured approaches to field experiences that would indeed, serve as the keystone of teacher preparation programs. This rationale is the basis of the study reported in this proposal.

Based upon this rationale, the elementary and secondary education faculty of Indiana University Southeast embarked upon a study of innovative and exemplar professional laboratory experiences to serve as a development model around which to structure a field experience program. As a developing institution, the University has no historical or traditional methods of approaching the subject that would retard or prohibit change. Indeed, with new and rather small programs, the institution was engaged in developing a tradition and a history and was flexible in pursuing new and promising directions. The only two real constraints were financial resources and professional soundness of the approach. It was in this setting that the field experience committee was formed within the IUS Division of Education to study and recommend policies for field experiences and their operations.

One of the early decisions of the committee was to study innovative and exemplar field experience programs operating at other teacher education institutions, assess the adaptability and the feasibility of the program to the resources and philosophy of IUS and the region it serves, and make recommendations regarding adopting and adapting practices and procedures into the field experience program of our institution.

To help identify the institutions to be studied, two sources were consulted. The first of these was the list of distinguished achievement awards presented by the American Association of Colleges for Teacher Education. Award winners in categories dealing with undergraduate field experiences were identified and selected for possible study. The second source of identification of programs consisted of a juried identification of exemplar and innovative programs by leaders in the Indiana Unit of the Association for Teacher Education. These individuals were requested to name institutions which, in their opinion, had quality innovative programs of undergraduate field experiences. By combining the two sources a viable list of exemplar programs was determined from which date could be obtained.

The committee concluded that the best way to study the programs was to make site visits and conduct structured interviews to gain information to combine with observations. Financial resources for such a plan were acquired by two of the committee members, Dr. Claudia Crump, and Dr. John Moody, who were awarded a small grant by the Office of Research and Advanced Studies. Assignments to carry on eight or ten visits to the most promising sites were made

to various committee members. The principal investigators then co-ordinated the visit calendars of the committee members, arranged for visit appointments at the selected institutions, and standardized an interview schedule and report format for the use of each visitor.

Visits were scheduled for a one to three day period, and, in general, only one visitor went to each institution. Upon return, both a written and an oral report were made to the entire committee.

At the conclusion of the visits, all of the data was organized, analyzed, and collected into a final project report which was mimeographed for the funding agency.

The results of the study were then used as a basis for adopting and adapting the innovative practices observed in our study incorporated into the undergraduate teacher education program at IUS.

Stage Two - Identifying and Incorporating

Some of the major innovations identified in our study of exemplar field based teacher education programs were the following:

(1) Most had early and continuing field experiences progressing from simple one on one type of experiences to full internships and/or student teaching experiences with full classes in a public setting.

(2) Many had related field experiences in conjunction with classes taught in the teacher education components of the program.

(3) Some utilized the "Teaching Center" approach during the final year or semester of the program.

(4) Many used some aspect of or degree of competency based or performance based teacher education with some emphasis upon individualization.

(5) Most had faculty members involved in both teaching and field supervision responsibilities.

(6) Many were externally funded with soft money.

(7) Most involved only a selected group rather than the entire population of the institution.

(8) Most were specific to either elementary or to secondary but did not include both areas.

After a careful review of these major findings, our faculty felt that numbers one through five were aspects with a positive value for our program and that numbers six through eight were not desirable at IUS. With these factors in mind we developed and implemented the programs outlined in Sections Two, Three, and Four which follow.

Personnel Involved

The Division of Education consists of nine full-time faculty members supplemented by part time faculty as needed. Two of the full-time faculty are involved totally in graduate education and administration. The faculty assigned to the undergraduate program consist of three clinical professors in elementary education, three clinical professors in secondary education, one learning psychologist, and three clinical part time instructors. Three other part time instructors serve as non-clinical instructors in foundations courses. In our usage, a clinical professor or instructor is one who works in both the classroom instructional component and the field based supervision components of the program.

Budget

The annual budget for the education component of our undergraduate program is as follows:

Faculty Salaries	$102,770
Clerical Salaries	8,120
Supplies and Equipment	4,520
Honoraria	14,700
Travel	3,100
Library and Media	6,500
TOTAL	$139,710

With some 677 undergraduate students in the program, the cost of the education component is approximately $206 per student per year. This does not include the costs of the general education or subject specialization portions of the program.

Evaluation Procedures and Data

Like field experiences, evaluation is an early and continuing component of the IUS program. The program is evaluated by students, faculty, the public we serve, and external evaluators. Student evaluation consists of rap sessions and critique sessions in all of the field experiences and in most of the classes. Emphasis in these sessions is focused on positive ways the program is meeting student objectives or on ways it should be tailored to better meet these objectives. Additionally, students do self evaluations on their own progress toward meeting the various competency based objectives. Students also formally evaluate each course and instructor using university wide course evaluation forms. Data from all of these sources is analyzed and used to modify, add, or delete from the program.

Faculty members hold regular sessions within and between the elementary and secondary teams on a weekly basis. The sole reason for these sessions is to critique the program and to respond to needed changes. This procedure has been very successful and changes are affected as the need arises.

Public school people also participate in regular planning and evaluation sessions on the program. A public advisory council consisting of both teachers and administrators has been planned to meet periodically and provide evaluation in-put.

During the past year we brought in an external evaluator to assess our program. President Paul Hines of Barton Community College was the man we used. (Incidentally, he was the person who wrote the DAA award winning program on Teacher Centers for Marshall University). His evaluation of our program was indicated that we were achieving our major objectives and that our program was extremely sensitive to student needs. He encouraged us to submit our program for DAA consideration.

COMMON CORE EXPERIENCES

In the IUS program students are encouraged to identify with teacher education as early as possible and preferably in the freshman year. At this level students first enroll in the Introduction to Teaching program. This program consists of classroom activities designed to help the student understand the profession of education and to make career planning choices as he enters his initial professional experiences. The class work also concentrates on the related practicum experience which reinforces the classroom activities.

Each student enrolled in the introduction to teaching course participates in a 20-clock hour practicum during the semester. He has the option to participate in one experience at one level for 20 hours, or he may elect to participate in two ten-hour practicum experiences, one on the elementary level (grades 1-6) and one on the secondary level (grades 7-12). A student may petition the Field Experiences Committee to have appropriate educational work experience count as a portion of the practicum.

Although the practicum primarily stress observation experience, students might also benefit from the following activities:

1. Work with students while they are doing independent reading, making sure that they are following directions correctly.
2. Tutor individual students in skills or assignments.
3. Read to the students.
4. Help supervise reading assignments the teacher has given the students.
5. Assist with clerical work related to instruction such as scoring materials, keeping progress charts for pupils, maintaining records of library reading.

6. Provide for some individual or small group practice in skills.

7. Assist with cultural enrichment activities such as listening to story and music records, reviewing and discussing art works, handicrafts, etc.

8. Assist in distribution of instructional materials.

9. Aid in the preparation of instructional materials.

10. Provide clerical assistance to the teacher.

11. Other low level instruction or administrative tasks deemed appropriate by the cooperating teacher.

Practicum students also have certain restrictions placed upon them as follows:

1. They should not work with permanent record folders.

2. They should not instruct any new concepts.

3. They should not inflict any disciplinary punishment.

4. They should not confer with parents in reference to students.

5. They should not give assignments or call groups together.

Completion of the introduction to teaching course is a prerequisite for admission to the teacher education program. Both the classroom supervisor of the practicum and the instructor of the course complete short evaluation forms concerned with the students potential as a future teacher.

After completing the Introduction to Teaching program successfully, the student may enroll in the Human Behavior and Development class. This class is concerned with the psychological and developmental aspects of children and youth related to the educational process. A five semester hour experience, the course deals with such topics as

learning theories, cognition, value development, behavior modification, measurement, and other related areas.

Each student enrolled in the Human Behavior and Development class participates in a fifteen-hour practicum in the public schools designed to increase his insight into problems of individual students and to offer him some experience in dealing with students as individuals.

We recommend to public school teachers and principals that our education students be provided an experience in helping students, on an individual basis, who may have the following types of problems:

1. Problems of Motivation
2. Problems of Self-Control (discipline)
3. Problems of Self-Concept Deficiency
4. Problems of Negative Attitude

The student may engage in this practicum over a period of three to five weeks for a minimum of fifteen hours. At the end of the practicum the student submits a brief written critique of his experience. The supervising classroom teacher or principal is also asked to critique the experience and to evaluate the student's potential as a prospective teacher.

ELEMENTARY EDUCATION
ASP: Adopt a School Project

At the completion of F101 and P280, the elementary major may elect to enroll in E490: Intermediate Experience in the Elementary School. This optional course is designed specifically to give the student additional insight into the different roles performed by the classroom teacher. The course provides the student with another opportunity to work in schools in varied socio-economic settings and with pupils at varied achievement, administrative, and maturity levels. The student or instructional aide, spends most of his time assisting the classroom teacher by working on a one-to-one basis with individual pupils or with small groups. Toward the end of his 48-clock hours in the classroom, he may teach routine classes under the close supervision of the supervising teacher. Since the elementary instructional aides may be at varying stages in their pre-service training (some will have had no methods; some will be concurrently enrolled in methods), their teaching activities will likewise vary greatly.

The following experiences relating to teaching and observing are recommended for the aide with the close supervision of the classroom teacher:

(1) Work with pupils involved in independent study
(2) Aid pupils in small group activities
(3) Assist in the distribution of materials to the class
(4) Administer routine tests
(5) Assist with clerical work related to the classrooms
(6) Tutor the remedial pupil or small group
(7) Supervise the academically talented in enrichment activities

(8) Aid the teacher in preparation of instructional materials
(9) Collect data on individual pupils
(10) Analyze pupil - teacher interaction

In addition to the time spent in the classroom, the instructional aide attends periodic seminars and individual conferences scheduled by his university supervisor. He completes a weekly log describing his activities which, in turn, provide the impetus for many seminar topics. He visits other innovative school programs to further broaden his background.

At the end of the experience the instructional aide is evaluated by the supervising teacher on the basis of teaching competencies and professional traits expected of the teacher at the time of his certification. The evaluation, which becomes part of his cumulative placement file, documents his potential at an early stage in the pre-service experience.

The instructional aides have been clustered in three types of schools -- open-concept, transistional and traditional self-contained classrooms -- in two local school systems, Greater Clark Schools and New Albany-Floyd County Schools. In each case the school settings represented innovative programs in organization and/or instructional areas, thus meeting a criterion of broadening the instructional aide's school experience. Reciprocally, the Intermediate Experience Program has met the needs of the schools by providing assistance to the teacher in construction, observation, and teaching. Thus, the "Adopt a School Project" has proved mutually beneficial to local schools and the teacher education program at Indiana University Southeast.

The varied methods courses in elementary education continue the "Adopt a School" concept. Social studies methods students work with three school systems in outdoor education programs. Students serve as counselors for small groups of intermediate-level pupils in one- to three-day outings. Social studies students also accompany classes of field trips. They test the teachability of original simulation games, humanistic techniques and learning modules in local classrooms.

Mathematics methods students work as teams to introduce and teach a math concept or skill to elementary children. In turn, their math professor does demonstration teaching for cooperating teachers.

Science methods focuses mainly on peer and mini-teaching on the university campus.

Students enroll in Language Arts I (speaking, listening, writing) and Language Arts II (developmental reading) as a block, team-taught by two instructors. Two class sessions, approximately 6-8 hours per week, are designed to provide the philosophy, content, strategies, and techniques in the four language arts areas. These class sessions are composed of lecture, group discussions, films, video and audio-tape, role-playing, simulation techniques, examination of materials, production workshops and learning modules. Application of the above is made during a third session, of approximately 3-4 hours, each Friday at the "adopted" Grant Line Elementary School.

The university students, or PST's (pre-service teachers) as they are called, develop lesson plans based upon objectives

supplied by the classroom teachers. These lessons are usually corrective or enrichment in nature and are designed as short-term modules. As the PST's become more experienced in planning and working with children, they may teach developmental lessons in the Language Arts. In conjunction with methods instruction and classroom application, the pre-service teachers develop learning stations and interest centers, conduct pupil interviews and administer individual reading and spelling inventories.

University students contract for a course grade in each of the two courses. (see Appendix---for contract checklist) Projects including learning stations, interest centers, resource files, creative caches, etc., are displayed at the end of the term for teachers in local schools to examine. University students examine all projects and participate in an anonymous written evaluation of several projects.

At the beginning of this field experience project, the chairman of the Division of Education, the Coordinator of Field Experiences, and the two L.A. instructors met with the Assistant Superintendent of the New Albany School System, Mr. Jack Seville, and the principal of Grant Line School, Mr. Raymond Bruce, to organize the implementation of the project. Language Arts instructors then explained the project to the teachers of the school at a faculty meeting and to the parents at a Parent-Teacher meeting. Both groups were receptive and the project was launched. (see Appendix for Tentative Activity Calendar for 1973-1974.)

University students assigned in teams of two or three per classroom at Grant Line were given time during the two 4-hour class sessions on Monday and Wednesday to team-plan. These plans

were made out in duplicate, one copy being taken to the Grant Line teachers for suggestions, additions, or adaptations, and one copy given to university instructors for their suggestions. Both copies were then returned to students prior to the Friday experiences in time to make the necessary modifications in the original plans. In the beginning, classroom teachers remained in the classroom while the PST's were teaching and gradually left for periods of time. As the PST's became more experienced the classroom teacher was free to leave in order to work with other teachers in developing new curriculum ideas and projects for their own classes. Thus, the "Adopt a School Project" benefits students through actual application of content in concrete situations and teachers through released time for curriculum development and the sharing of ideas and resources.

During Language Arts and Reading III, students participate in still another unique experience. The course, which is the only diagnostic and corrective reading course, focuses upon remediation and must follow the previous language arts and reading courses, but may be taken in conjunction with student teaching. This course offers an opportunity for undergraduates to demonstrate their skill in corrective procedures and their knowledge of materials and techniques to be used with small groups of children who have reading problems.

An added strength of the course is that the undergraduate student is closely supervised by graduate interns in the University Reading Center, which is open on Saturday from 10:00 to 11:30 a.m. At this time, children in grades 2 through 8 who have been referred to the Center, (as many as 65 each semester) are bused in from

the West Clark Community School System.

For one hour prior to the opening of the Reading Center, undergraduates participate in lecture, discussion, appraisal of materials, and immediate pre-planning for the tutoring sessions. After the children leave, undergraduates complete logs and begin long-range planning for the following week. School summary sheets for each child are obtained from the classroom teacher and final progress reports are sent to the teachers at the end of the semester. Undergraduates not only complete the detailed progress reports, but also plan for individual conferences with the parents of the children. They conduct the conference and file a final report in the Reading Center.

For the elementary education major the senior year is usually culminated by the 12-hour student teaching semester. All student teachers are assigned to master teachers in the public schools, but periodically they return to the university for pertinent seminars, many of which are conducted by administrators and teachers.

The varied longitudinal approach to field experiences for the IUS elementary major has been tailored specifically to:

(1) serve as an early screening device for students entering education
(2) give the student a wide background experience in schools with varied organization, academic and socio-econonic settings, with teachers utilizing different methods, and with children at varying levels of development.
(3) test the relevancy of teacher preparation
(4) provide for immediate application of theory and content
(5) provide inservice training
(6) strengthen bonds between local schools and the university

Competency-Based Objectives for Elementary Education

At the culmination of instruction in methods of teaching and several field experiences, the elementary education major will demonstrate competencies in planning by

1. writing worthwhile objectives which are measurable
2. writing objectives consistent with children's needs
3. developing motivating approaches to lessons and units which create student interest and involvement
4. designing enabling or learning activities in logical order
5. planning for content consistent with objectives
6. constructing formal and informal measuring devices consistent with objectives
7. initiating original ideas in teaching
8. assimilating and adapting other ideas with own in an appropriate fashion
9. organizing resource files of materials and ideas in a usable form.

The elementary education major will demonstrate competencies in teaching by

1. planning cooperatively with pupils and faculty
2. establishing and maintaining rapport with pupils
3. demonstrating a background in content, strategies and methods
4. using multi-stimuli and resources in teaching
5. personalizing content
6. using disciplinary and management measures consistent with causes and consequences
7. maintaining a balance of teacher- and pupil-centered instruction--lecture, discussion, independent study, drill, recitation, inquiry and discovery, and inductive and deductive reasoning
8. asking a variety of questions--closed, open, evaluative

9. accepting student ideas and opinions
10. giving clear directions
11. adapting original plans as circumstances warrant
12. pacing lessons as students' responses and involvement dictate
13. providing supplemental, reinforcement and enrichment activities
14. culminating lessons and units in accordance with objectives
15. effectively administering and utilizing measruing devices
16. incorporating constructive criticism and positive support in teaching performance.

The elememtary education major will demonstrate competencies in the analysis of teaching performance by objectively

1. listing his own strengths and weaknesses with supporting evidence
2. utilizing audio and videotape to describe personal traits and teaching effectiveness
3. seeking and accepting constructive criticism form others
4. collecting and organizing descriptive data on learners from their classroom performance and cumulative records
5. examining and modifying objectives and learning experiences in light of learner data.

SECONDARY EDUCATION

In May of 1970, the first degrees in secondary education were awarded to 24 seniors. Since that time period, approximately 50 students a year receive their Bachelor of Science in Secondary Education from Indiana University Southeast.

At the present time, a student may select certification majors in social studies, biology, English, or general science to complete his 124 semester hour program. Each of these majors constitutes 40-52 semester hours for completion. Along with the majors, certification minors of 24-27 semester hours may be pursued in arts and crafts, biology, chemistry, earth science, English, French, general science, mathematics, physics, social studies, and speech.

The elementary and secondary majors follow the same basic course sequence during their freshman and sophomore years. This sequence is composed of F101, Introduction to Teaching which is taken in the freshman year, and P280, Human Behavior and Development which is completed in the sophomore year.

Junior Year Field Experience

Presently, the S490, Undergraduate Research in Secondary Education, is in its final stages of field testing, and it is contemplated that all secondary majors, in the near future, will be required to complete this course before going into their professional semester. The primary emphasis in this course is to build upon the field experience taken during the F101 and P280 courses. The field experience in the F101 course are devoted primarily to observations of a master teacher teaching in the public schools. In the P280 course, the field experiences associated with it are focusing upon one student, generally a "problem" student with whom the

college sophomore works with in either an elementary or a secondary school setting.

For the secondary major enrolling in the S490 course, he is assigned to work with a master teacher in his certification area. Specifically, the student works with one student or with small groups of up to five students. The secondary major is required to complete 48 clock hours in the classroom, half of which will involve actual teaching and half of which will be devoted to non-teaching duties.

Every other week, during the semester the student is enrolled in the S490 course, seminars are held back on campus. One purpose of the seminars is to provide an opportunity for the student to discuss his field experiences with other secondary majors who are having similar experiences. Another facet of the seminars is to introduce the student to certain concepts which may assist him in his intermediate field experience. Such concepts as reading analysis, interaction analysis, and simulations are introduced to the student sho he may implement these in his teaching. Also, these concepts will be explored in greater depth during the student's senior year in his methods course.

Master teachers involved in the intermediate field experience are encouraged to provide these experiences for the secondary major assigned to him:

1. Work with students while they are doing independent study, making sure that they are following directions correctly. (Teaching experience)
2. Help supervise and aid students in laboratory (teaching experience)
3. Assist in the distribution of materials to the class (non-teaching experience)
4. Assist with the clerical work related to the classroom (non-teaching experience)

5. Help supervise and aid students in the classroom. (Teaching experience).

6. Provide for some individual and/or small group (not more than five students) instruction. (Teaching experience).

7. Aid the teacher in the preparation of instructional materials (non-teaching).

8. Work with remedial students under the supervision of the classroom teacher (teaching experience).

9. Work with academically talented students under the supervision of the classroom teacher (teaching experience).

The advantages gained by the secondary majors from the field experiences associated with the S490 course are innumerable. One essential necessity for this course in the secondary program is to provide curriculum continuity and sequencing of the field experiences taken by the student during his four years of college preparation. The junior year field experiences include greater instructional responsibilities, but do not allow the student to assume responsibility for the entire class or for more than five students at any one time. All field experiences culminate in the senior year when the entire instructional responsibilities, including administrative and clerical task, for five secondary classes are assumed by the student.

It is during this intermediate field experience that the secondary major obtains his first exposure to the heterogeneous and diversified backgrounds possessed by students in any secondary classroom. When the student assumes more of the instructional responsibilities in his class, he becomes cognate of the varied ability levels, attention spans, interest levels, socio-economic backgrounds, and reading levels present in it.

Another advantage gained by the secondary major participating in the junior year field experiences is a relevancy given to his university

course work as it applies to the secondary classroom. He can put classroom theory into actual practice in his mini-teaching responsibilities in the classes he has been assigned.

For many secondary students this specific field experience is necessary in assisting the student to finalize his decision concerning his career choice on becoming a secondary teacher. A student, after this experience in the secondary classroom, may decide that he is not suited for teaching. Thus, he may change his career choice without severely penalizing him financially or by the time it takes to complete a new degree requirement.

While enrolled in the intermediate field experiences, instructional and classroom management weaknesses are identified by the supervising teacher and/or the university supervisor, and these deficiencies are corrected before the student teaching semester.

In all of the field experiences offered by the Division of Education at IUS, the university supervisor and the supervising teacher will write an evaluation of the secondary major as to his potential as a classroom teacher. If the evaluation is below average in either his freshman or sophomore year, then he is placed on probational status for his junior year field experience. At the conclusion of the junior field experience, the probational student is evaluated and if he does not obtain an average rating, he is then withdrawn from the secondary program.

Block Concepts

In the first or second semester of the secondary major's senior year, he will enroll in student teaching which is part of his professional semester. As part of his professional semester, the secondary major will also be enrolled in two courses for the first eight weeks of that particular

semester. These two courses are M440-M478, Methods of Teaching High School Subjects and S485, Principles of Secondary Education; both are required for certification in Indiana. The last eight weeks of the professional semester will involve student teaching. In the student teaching experience, the secondary major will be involved all day in the public schools for eight weeks. During this experience the student will not be enrolled in any formal course work at the university.

Since the methods courses are of eight week duration, the main purpose of these courses is to focus on classroom methodology in that specific discipline. Some of the topics presented in each methods course are as follows:

1. Review of the psychological bases for classroom instruction. (Bruner, Piaget, Gagné)
2. Global and instructional objectives
3. Evaluation of instructional objectives and test construction.
4. Verbal Interaction Category System (VICS)
5. Inquiry Teaching
6. Lesson plans and presentation of lesson (video tape recorder used)
7. Innovative teaching techniques (i.e., simulations and individualized learning packages)

Integrated into each methods course is a field experience taken concurrently with the classroom learning experiences at the university. Some of the field experiences associated with the methods courses are:

1. Students have participated in secondary schools with special programs, such as modular scheduling, team teaching, block concept, alternate school program, inner city programs, special curriculum projects, and remedial reading programs.
2. Students have spent an internship of one week with the assigned supervising teacher at the beginning of their student teaching semester to observe the classes they will be teaching and familiarize themselves with the school atmosphere and the methodology of the supervising teacher.

3. Students have participated in a pre-student teaching practicum experience of 40 clock hours with a junior high teacher if assigned to do their student teaching at the senior high level, and with a senior high teacher if they are assigned to do their student teaching in a junior high. This opportunity to experience dual viewpoints enables the secondary major to become aware of the vast differences between junior high and senior high students.

The primary objective of the field experience which are taken concurrently with the methods courses is to make these courses, regardless of discipline more meaningful and relevant as they apply to the "real" classroom in the public schools. This concept of relevancy in the methods courses can be partially verified because the methods instructors will also supervise their respective students during the student teaching experience. Thus, they can evaluate how well their students were able to apply the concepts taught them in methods to their classes in the student teaching experience.

The second course taken during the first eight weeks of the professional semester is S485, Principles of Secondary Education. The concepts taught in the S485 course are correlated and integrated into those being taught in the methods courses.

The concepts taught in the S485 course are:

1. Instructional objectives and lesson plans
2. Simulations in the classroom
3. Reading analyses
4. Aduio-visual utilization laboratory
5. Audio-visual production laboratory
6. School law and the classroom teacher
7. Verbal Interaction Category System (VICS)
8. Classroom discipline - an administrators viewpoints (panel of principals and dean of boys/girls)

9. Classroom discipline - a master teacher's and beginning teacher's viewpoints (a panel of master teachers and beginning teachers)

10. Innovations in the secondary curriculum (panel of teachers who are not teaching a traditional program or using traditional methods)

11. Drug education

12. Certification orientation

Several of the topics taught in the Principles class are team taught by specific methods instructors. This team teaching of certain topics allows the instructor with the most expertise in a particular area to teach it. Also, this format provides the secondary major an opportunity to become acquainted with the entire secondary faculty, consequently, a mutual relationship of sincere interest and concern develops between students and instructors.

Presently, the secondary program at IUS is in a transitional stage in the development of competency based skills. However, the following skills are incorporated and evaluated as an integral part of our program, and it is expected of the secondary major to exemplify these competencies in his field of experiences and courses during the four years of his professional training at the university.

The student is expected to demonstrate the following competencies in Planning by:

1. Developing behavioral objectives respresenting the hierarchical arrangement in the Cognitive, Affective, and Psychomotor Domains.

2. Planning objectives based on the pupils taught.

3. Organizing objectives from simplest to the most complex.

4. Utilizing content appropriate to student's ability.

5. Generating student interest in learning experiences based on different teaching strategies.

6. Constructing measuring instruments relfecting behavioral objectives.

7. Developing a system of evaluation which can be reflected in letter grades when reporting student progress.

8. Designing his own teaching unit.

9. Integrating media effectively in his teaching strategies.

10. Measuring the reading levels of materials used in his classes and select those appropriate for his students reading levels.

The student is expected to demonstrate the following competencies in Teaching by:

1. Developing and promoting a healthy classroom atmosphere in regards to student participation.

2. Working closely with students.

3. Displaying an adequate understanding of content taught.

4. Promoting student interest in subject matter taught.

5. Providing for individual differences in his classes.

6. Applying proper disciplinary actions based on problems encountered in his classes.

7. Demonstrating effective teacher centered classroom strategies, i.e., lecture, and drill and recitation techniques.

8. Demonstrating effective student centered classroom strategies, i.e., open-ended discussion techniques, independent study, and inquiry techniques.

9. Asking broad questions.

10. Asking narrow questions.

11. Asking questions requiring deductive reasoning.

12. Asking questions requiring inductive reasoning.

13. Accepting the student's ideas, behaviors, and feelings.

14. Giving clear directions and assignments.

15. Providing adaptability in his teaching schedule as determined by the changing conditions in his school.

16. Teaching his lessons at a rate to meet the interest and needs of his students.

17. Arranging his lessons in an effective sequence so that his teaching unit is successful when taught.

18. Reconstructing and changing ineffective lessons so they become effective when taught again.

19. Performing administrative duties expected of a classroom teacher.

20. Utilizing student records in working with "problem" students.

21. Participating in schools having innovative school organizations and/or utilizing innovative curriculum.

Evaluation of his Teaching by:

1. Accepting constructive criticism from his supervisors and fellow students.

2. Recording his classroom teaching by using a video tape and cassette tape.

3. Critiquing his teaching performance with an interaction analysis.

4. Making an item analysis of an examination he constructed.

CONTRIBUTION TO TEACHER EDUCATION

Indiana University Southeast feels that her program is making a highly significant contribution to teacher education by serving as a proving ground for a number of innovative practices which were experimental in other institutions. The IUS program incorporates a number of these innovative practices, correlates them into a total package serving an entire undergraduate population involving both elementary and secondary teacher education students, and delivers them in a public school setting under close university supervision and quality control. The program has identified a number of original and promising features in its own right (including the "adopt-a-school" concept). Further it is a program operated totally on "hard money" that could be adopted, in whole or in part, by any interested teacher education institution without external or prohibitive funding sources. The program involves:

1. Early and continuing field experiences.
2. Field experiences closely correlated with classroom activities.
3. Use of modified teaching centers for all students.
4. Competency and performanced based components built into various phases of the experiences.
5. Use of clinical professorial and instructor personnel
6. Close co-operation with public schools
7. Inclusion of the entire undergraduate teacher population rather than a select or isolated sub-group.
8. Continuing evaluation and modification.
9. Team approaches to teaching and to supervision.
10. The "adopt-a-school" feature of the elementary program.

It is our belief that the inclusion and combining of each of these features gives the program a unique flavor yet one readily adaptable to any other interested teacher education institution. This, we feel, is our contribution to the improvement of teacher education.

ABSTRACT

Name of Program Submitted: A Composite Field Based Performance Program with an "Adopt-a-School" Component

Institution: Indiana University Southeast

Chancellor: Edwin W. Crooks

Campus Public Information Officer: Charles M. Coffey

Faculty Member Responsible for Program: John E. Reisert

Title of the Faculty Member: Chairman, Division of Education

Signature: _____

Title: Chairman, Division of Education Date November 20, 1973

In planning a new teacher education program for a developing institution, the faculty of Indiana University Southeast identified five common factors based upon a research study of exemplar field programs worthy of incorporation into their program. These included: (1) early and continuing field experiences, (2) correlation between class and field, (3) teaching centers, (4) performance based individualized experiences, and (5) clinical professors. Using these factors they developed a teacher education program which included all five. The program involved all undergraduates in both elementary and secondary education, it provided field experiences from entry at the freshman level to exit at graduation on a progressively more sophistocated basis, and it included a unique "Adopt-a-School" component that provided a real service to the region served. The program utilizes all undergraduate education faculty members as clinical professors and provides imput and cooperation with local school systems. The program has had sufficient impact to have generated study by other schools largely because it represents a composite of exemplar projects and can be operated on hard money. Further, the "Adopt-a-School" component is a unique and innovative factor that presents a adoptable model for increased teacher education-public school cooperation.